



HAPPEN HEAD OFFICE
HOMA-BAY DIOCESE & ST. CAMILLUS PROJECT
HIV/AIDS PREVENTION, PROTECTION &
EMPOWERMENT NETWORK

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PROJECT SUMMARY

ORGANISATION:	CATHOLIC DIOCESE OF HOMA BAY & ST.CAMILLUS M. HOSPITAL
PROJECT TITLE:	HAPPEN
FOCUS AREA:	HIV/AIDS PREVENTION EDUCATION
TARGET CLIENT:	YOUTH IN SCHOOLS
PROJECT LOCATION:	RONGO
AREA COVERED:	CATHOLIC DIOCESE OF HOMA-BAY (Suba, Kuria, Homa Bay, Migori, Rachuonyo and Rongo districts)
NATURE OF REPORT:	2 ND ANNUAL REPORT
PERIOD COVERED:	JAN – DEC 2007

INTRODUCTION

The region covered by the project i.e. the Catholic diocese of Homa Bay is still the leading region with highest new infections and prevalence rates in the whole country. This may be the influence of the lake that runs to the western parts of the whole region to the southwestern parts. Unlike in towns where educated people search for job opportunities, people who storm these places (the beaches and the regions along the lake shores) to earn their living include mostly the uneducated group. More so, on the side of girls or women they are divorcees and widows who search for new marriages. These people lack appropriate information and skills to help them make better decisions for their sexual life. Coupled with this are the outdated but very difficult to do away with socio-cultural factors like sexual subservience where men are encouraged to be promiscuous including within marriage while women are often expected to be “pure”. This together with low levels of education among girls and young women who are being pulled out of school early to perform household chores has made the young women to be more vulnerable to infection than their male counterparts.

It is estimated that more than one of every four persons worldwide are young people between ages 10 – 24. During these ages, young adults are learning, exploring and making decisions that will permanently affect the rest of their lives. Young people are a great potential resource for the future with fresh energy, ideas, and hope. These days the youth become sexually active at an early stage but stay longer before getting married than in the previous generation. This is because of financial problems or because of better opportunities in education. This increases the number of young people who are sexually active but single for many years thus making the slogan “NO SEX BEFORE MARRIAGE” irrelevant to most of the youth. High rates of unintended or early pregnancies, STIs/HIV infections and unsafe abortions are clear indications that sexual activities are practiced even at early stages. In their reproductive health, youth in this category need information, skills and services that can help them make responsible decisions about their sexual behaviour. Without these, the youth are likely to engage in high-risk behaviours that can have adverse consequences.

It is true that most of the youth in upper primary and secondary schools have known some of the consequences of sexual activity in early stages of life or before marriage while most of the information they have are not correct. With the introduction of contraceptives, most of the youth think they are secure even though many are not using them (contraceptives) or do not know how to use them. Many cases have been reported of schoolgirls taking birth control pills and boys found with condoms in their pockets. This makes them engage in sexual intercourse quite often thinking that getting pregnant is the only negative repercussion of such sexual behaviours. The use of drugs is quite rampant among the youth thus making them to have low reasoning capacity and even failing exams. After failing exams, they become a threat to the community here, as they are the ones stealing to earn a living or buy drugs that are also a bit expensive.

With the influx of NGOs along the lakeshores some hope is restored even though the programmes have been working in isolation in most cases and prevention is not taken seriously. Most of the intervention strategies are focused mainly on orphans and PLWHAs care and support while very little is done on the side of Prevention. There exist several VCT sites but only a handful of people do visit them due to shyness, values on traditions, attitudes of the community towards the centers, lack of enough knowledge about what is blood testing on HIV/AIDS and fear of stigma that might follow after the test.

There are remarkable efforts made by different stakeholders in the region due to the fact that the rate of infection is reducing however little the effects of their work would be. It is evidenced that the rate of infection has gone down by 8% in the whole country and it is believed that even in this region it is going down though in a slow pace like; it is reported that in Nyanza the rate has gone down to 18% right from 30% from the previous years. Also from the statistics taken from world AIDS day testing for HIV that was done in St. Camillus Hospital Karungu, 400 people attended the testing and 80 of them turned out positive. The positive males were 29 and females were 51 giving a percentage of 20%. Percentage of males was 7.2% and females 12.8%. This shows some improvement in the fight against the epidemic if compared with the year 2004 when the rate was 37% when the statistics were taken during the same activity (World AIDS day) same place.

HAPPEN seems to be the only serious programme dealing with prevention in schools covering the whole diocese of Homa Bay. Others include ADRA ABY and world Vision but the two have only small sections covered. AFYA II Nyanza only deals with awareness creation without any serious follow up that would enable one to have the changed behaviour maintained.

With the guideline of HAPPEN project that covers different issues to be addressed to make the programme effective, there are good reports from 84 schools that the youth have changed even in their performances in academics now that they are sure of why they are at school and what they aim at. Even though it would be going slowly to reach other schools it is important that the youth from the different schools where the activities are on would be sharing with the others from the schools not reached yet through the issue of peer education.

ACTIVITIES IMPLEMENTED

1. Recruitment and training of volunteers (TOTs)

During this reporting period new volunteers were recruited and trained in four different parishes e.g. Raruowa, Kadem, Homa Bay and Rongo parishes. From Raruowa there were six volunteers newly recruited and were trained for two days in the month of February. In Kadem the training was done to seven volunteers in May while in Homa Bay there were five volunteers trained in July and from Rongo were four new volunteers trained in August. This brings a total of **22** newly recruited and trained volunteers to help in the implementation of activities at different parishes.

2. Contacts and sensitizations.

There were **88** schools contacted and sensitized to take part in the prevention programme this year. Among these were **12** secondary schools and **76** primary schools. The contacts were made to **50** schools in the 1st quarter **20** in the second quarter and **18** in the third quarter. The project activities and plans were first shared with teachers after which action plans were made on how the programme was to take off if they feel it is important in their schools. The youth were then met and were given public education. Meanwhile some few youth were chosen for training as peer educators who shall later disseminate the same information to other fellow age mates or peers.

3. Training of youth peer educators.

During the training the volunteers are encouraged much to use participatory method to help the youth develop the skills required. The youth are involved in the programme in such away that they are made to feel the same with the programme implementers Even after the trainings the peer educators are also expected to use the same style to educate their fellow youth on the same information acquired. In most cases the youth are given issues to discuss and in the process everybody is encouraged to participate thus promoting self-esteem or self-worthiness. Even the shy ones are encouraged to take part thus everybody becomes involved.

The nine sessions curriculum seem to be too wide for the local schools around to finish within one or two terms since there are several activities the youth are expected to do in the schools starting from manual work to sports and other academic activities like joint tests symposiums etc. this has made only a few schools to finish the topics required by the second term while most of the schools were able to finish the sessions only by third term. In some schools the sessions were not finished since they started late and could not squeeze the time and finish.

There are **65** schools that completed their trainings to **25** pupils each giving a total of **1,625** peer educators who finished their sessions throughout the year. Parishes like Homa Bay parish did not finish even with one school since they just started their implementation in third term. Other parishes like Tonga, Oriang, Raruowa, Awendo, Macalder, Nyalienga and Mirogi never performed any activity from the second term. We must however embrace the good work done in other parishes as what the youth have gained has a lot of importance in shaping their lives.

4. Follow up and evaluations

The volunteers from all active parishes have been conducting several follow ups to the schools they implemented the activities last year to help strengthen the clubs that had been formed in those schools and also to answer their questions or update their information where necessary. At the same time the head office also has been moving round in almost every parish to evaluate the kind of work performed by volunteers in schools. The head office visited a total of **27** schools.

5. Capacity building

There were capacity buildings done to different volunteers from Asumbi, Ulanda, Kadem, and Rongo parishes. There were no other workshops of the kind done to other personnel due to lack of funds.

6. Development and distribution of IEC materials.

Another brochure was developed even though the distribution has not taken place as it was still being edited. We hope they shall be out early next year. They are to be distributed to help the youth learn through correspondence.

7. Collaboration and Networking

The project has been collaborating with other stakeholders like Help Age Kenya that has taken some of our volunteers for further capacity building on care and support to the vulnerable groups like the young orphans left in the hands of the very aged persons. We have also been in contact with the C-MAD, DASCO and CACC especially in arrangements towards open forums like the Stigma walk that took place in Awendo and the World AIDS day that was conducted in Rongo.

8. Teachers training

A total of 33 teachers were trained in two groups in Karungu division with the first group of 16 and second group of 17 teachers. Both trainings took place in April at St. Camillus Dala Kiye. In Rongo division and its environs, a total of 22 teachers were trained in August 07. The teachers were from both secondary and primary schools and only teachers from the schools where we have launched our activities were taken for the training.

ACHIEVEMENTS

- The project volunteers have managed to contact and sensitize teachers and pupils from 12 secondary and 76 primary schools.
- Trainings have been conducted in 65 schools, which include 12 secondary and 53 primary schools.
- 1625 peer educators (Youth) have been trained from the schools mentioned above and are continuing to educate others in different ways making prevention education a process.
- We have managed to conduct refresher trainings to our volunteers in Kadem, Asumbi, Ulanda and Rongo parishes to prepare them for efficient performance.
- We have been holding monthly meetings to evaluate our work at all levels.
- Teachers were trained to reinforce the activities at school levels. A total of 55 teachers were trained this year.

CHALLENGES

- Ever leaving trained volunteers thus no progress with activities as we only struggle to get volunteers from some parishes.
- The environment is not favorable to sustain a change of attitude or behaviour. This is prolonging the change with so many relapses that some youth without support may give up.
- Lack of sufficient training materials to all volunteers for efficiency.
- Some schools turned out to be difficult to work with and therefore were left after doing contacts.
- Funding support from Trocaire stopped in September 2007 and since then the Project has not gotten funding support from any other organization.
- Due to lack of collaboration from 6 parishes, they were cancelled from the targeted parishes and are no longer benefiting from the project activities.

RECOMMENDATIONS

- ✓ The Bicycles programme to go on to help the volunteers reach schools and the targeted audience with ease.
- ✓ Older persons also should be given opportunity to participate in these activities to take the part where the young generation has left vacant as they pursue other places that are paying or go to colleges for further studies.
- ✓ Organize for more capacity building workshops at deanery levels quarterly to enhance the performance of our volunteers in the community.
- ✓ To include the entire community in the project in order to make the change sustainable.
- ✓ Capacity building for the project implementing staff and volunteers

Plans for 2008

- ❖ Organize evaluatory meetings with volunteers at the parish levels quarterly.
- ❖ Produce more IEC materials and send to the youth for their correspondence learning.
- ❖ Head office to be as mobile as possible to see that the activities are implemented without problems.
- ❖ Monthly meetings with the deanery coordinators to be stronger.
- ❖ More teachers to be trained to help in proper follow up and monitoring the youths as they continue with the project activities.
- ❖ More collaborations and networking with other stakeholders to gain support for efficiency.

LESSONS LEARNT

The youth have very good ideas that can help them make a change in the face of the epidemic but then their ideas are always thwarted in our communities thus making them abandon these good suggestions and try with the risky options they always see in the community. The community that surrounds the entire diocese should be thoroughly sensitized to help the youth sustain change.

***NB.** The tables over leaf contains the names of all the schools where the project activities were implemented throughout the year*

DEANERY	PARISH	SCHOOL	<i>Sensitization</i>	<i>Training</i>	<i>Follow up</i>	<i>Retraining</i>	
1.ASUMBI	ASUMBI	1. Asumbi Girls' Primary Boarding	x	x	-	-	
		2.Omoche Primary	x	x	-	-	
		3. Yogo Primary	x	x	-	-	
	NYALIENGA	<i>NIL (no activity performed)</i>		-	-	-	-
	HOMA BAY	1. Makongeni Primary	x	x	-	-	
		2.Wandiji Primary	x	x	-	-	
		3. Got kochungo Primary	x	x	-	-	
	RONGO	1. Ofwanga	x	x	x	-	
		2. Tuk jowi	x	-	-	-	
		3. Kanyadgiro	x	-	-	-	
		4. Miyare	x	x	-	-	
		5. Komito	x	-	-	-	
		6. Opapo	*	*	x	x	
		7. Rongo Primary	*	x	-	-	
	MBITA	1. Wasaria Primary	x	x	-	-	
		2. Usare Primary	x	x	-	-	
		3. J.N. Kambarage Primary	x	x	-	-	
	MFANGANO	1. Nyahera Primary	*	*	x	x	
		2. Wamai Primary	*	*	x	x	
		3. Kitenyi Primary	*	*	x	x	
		4. Sena Mixed Secondary	x	x	-	-	
		5. Brilliant Academy	x	x	-	-	
	MAWEGO	MAWEGO	1. Riwo Primary	x	x	x	-
			2. Adita Primary	x	x	x	-
			3. Bur Lum Primary	x	x	x	-
4. Mawego Girls' Primary boarding			x	-	-	-	
5. Konyach Primary			x	-	-	-	
6. St. Douglas Weta Primary			*	x	-	-	
ORIANg		1. Dudu Primary	*	*	x	-	
		2. Oriang Primary	*	*	x	-	
		3. Ringa Primary	*	*	x	x	
RARUOWA		1. Lwanda	x	-	-	-	
		2. Onyando	x	-	-	-	
		3.Got Okii	*	*	x	x	
OYUGIS		1. Oyugis	*	*	x	x	
		2. Ojwando	*	*	x	x	

DEANERY	PARISH	SCHOOL	<i>Sensitization</i>	<i>Training</i>	<i>Follow up</i>	<i>Retraining</i>	
RAPOGI	RAPOGI	1. Koduogo	X	X	X	-	
		2. Rapogi Mixed Primary	*	*	X	X	
		3. Rapogi Girls' boarding	*	*	X	X	
		4. St.Michael's Piny Owacho Sec	X	X	X	-	
		5. St. John's Omboo Kokelo Sec	X	X	-	-	
	AWENDO	1. St. Benedict Academy	X	X	-	-	
		2. Manyatta Primary	X	-	-	-	
		3. Get Primary	X	X	-	-	
	ULANDA	1. Ulanda Primary	*	*	X	X	
		2. Asande Primary	X	X	X	-	
		3. Rabuor Primary	X	X	X	-	
	MACALDER	1. Macalder Primary	*	*	X	-	
		2. Got Orango Primary	*	*	X	-	
		3. St. Gabriels Primary	*	*	X	-	
	RAKWARO	1. Rakwaro Primary	*	*	X	X	
		2. Kanga Primary	*	*	X	X	
	KADEM	1. Nyakurungoto Primary	X	X	-	-	
		2. Amoyo Primary	*	X	-	-	
		3. Ongoche Primary	*	X	-	-	
		4. Bande Primary	X	X	-	-	
		5. Olasi Primary	*	X	-	-	
		6. Magacha Primary	*	X	-	-	
		7. Koweru Primary	*	*	X	X	
		8. Ogaka Primary	*	*	X	X	
		9. Nyandema primary	*	*	X	X	
	MIROGI	MIROGI	<i>NIL</i>	-	-	-	-
		NYARONGI	1. Mariwa Primary	X	X	-	-
			2. Ratanga Primary	X	X	-	-
			3. Ralang Primary	X	X	-	-
			4. Ngere Primary	X	X	-	-
5. Oridi Primary			X	X	-	-	
6. Nyamware Primary			X	X	-	-	
TONGA		1. Kiabuya Primary	X	-	-	-	
ANGIYA		1. Omboo Primary	X	X	-	-	
		2. Aluor Primary	X	X	X	-	
		3. Ogingo Primary	X	X	X	-	
		4. Ondati Primary	X	X	-	-	
		5. Saramba Primary	X	X	-	-	

DEANERY	PARISH	SCHOOL	Sensitization	Training	Follow up	Retraining
	KARUNGU	1. Bondo Kosiemo Secondary	x	x	x	-
		2. Gunga Secondary	x	x	x	-
		3. Otati Mixed Seconadry	x	x	x	-
		4. Ungoe Secondary	x	x	x	-
		5. BL Tezza Secondary	x	x	x	-
		6. Kiranda Girls' Boarding	x	x	x	-
		7. Lwanda Primary	x	x	x	-
		8. Godkeyo Primary	x	x	x	-
		9. Agolomwuok Primary	x	x	x	-
		10. Jangoe primary	x	x	x	-
		11. Ungoe primary	x	x	x	-
		12. Obware primary	x	x	x	-
		13. Magungu primary	x	x	x	-
		14. Otati primary	x	x	x	-
		15. Kayara primary	x	x	x	-
ISEBANIA	MIGORI	1. Pesoda Complex	*	*	x	-
		2. Onyalo Primary	*	*	x	x
		3. Onyalo Secondary	*	*	x	x
		4. Migori Mixed Day secondary	x	x	-	-
		5. St. Joseph's Ombo	x	-	-	-
	MABERA	1. Mabera Primary	*	*	x	-
		2. Kugisingisi Primary	*	*	x	-
	ISEBANIA	1. Chacha Academy	*	*	x	-
		2. St Anne's Primary	*	*	x	-
		3. Kipranga Primary	*	*	x	-
	KEHANCHA	1. Komotobo Secondary	x	x	x	-
		2. Komotobo Primary	x	x	x	-
		3. Komomange Primary	x	x	-	-
		4. Taranganya Girls Primary boarding	x	x	-	-
		5. Taranganya Mixed Primary	x	x	-	-
	NTIMARU	1. Bongebo primary	x	x	x	-
		2. Seronga Primary	x	x	-	-
		3. Kwibwancha Primary	x	x	-	-
		4. Gwitembe primary	x	x	-	-
		5. Gwitembe Secondary	x	x	-	-
6. Igenaitambe Primary		x	x	-	-	

KEY: X Shows activity done this time - Shows Activity NOT done * Shows activity done previously

REPORTED BY OTETE POLYCARP